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ABSTRACT

Intended for teachers in all content areas, this guide provides activities for teaching formula poetry (poetry written according to a defined format) in all subject areas. First, a rationale for why teachers should include writing in their classrooms is presented. Next, the stages of the writing process are explained and the benefits of formula poetry are discussed. Instructions for teaching students to write bio-poems, cinquains, concrete poems, definition poems, diamante poems, five-sense poems, found poetry, haiku, inside/outside poems, parallel poems, and vertical name poems are provided, as well as examples of poems that have been written in science, social studies, and English classes. (DF)

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Rx-for Formula Poetry

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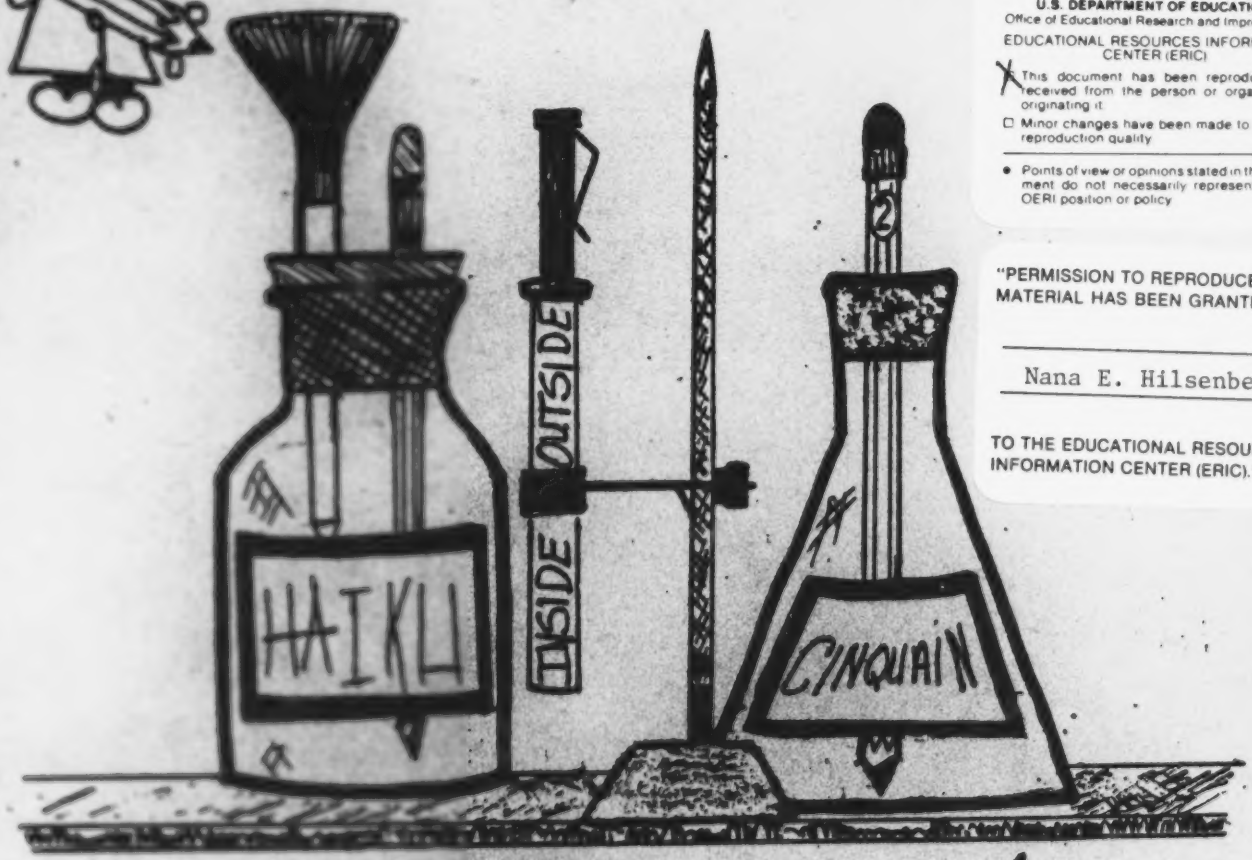

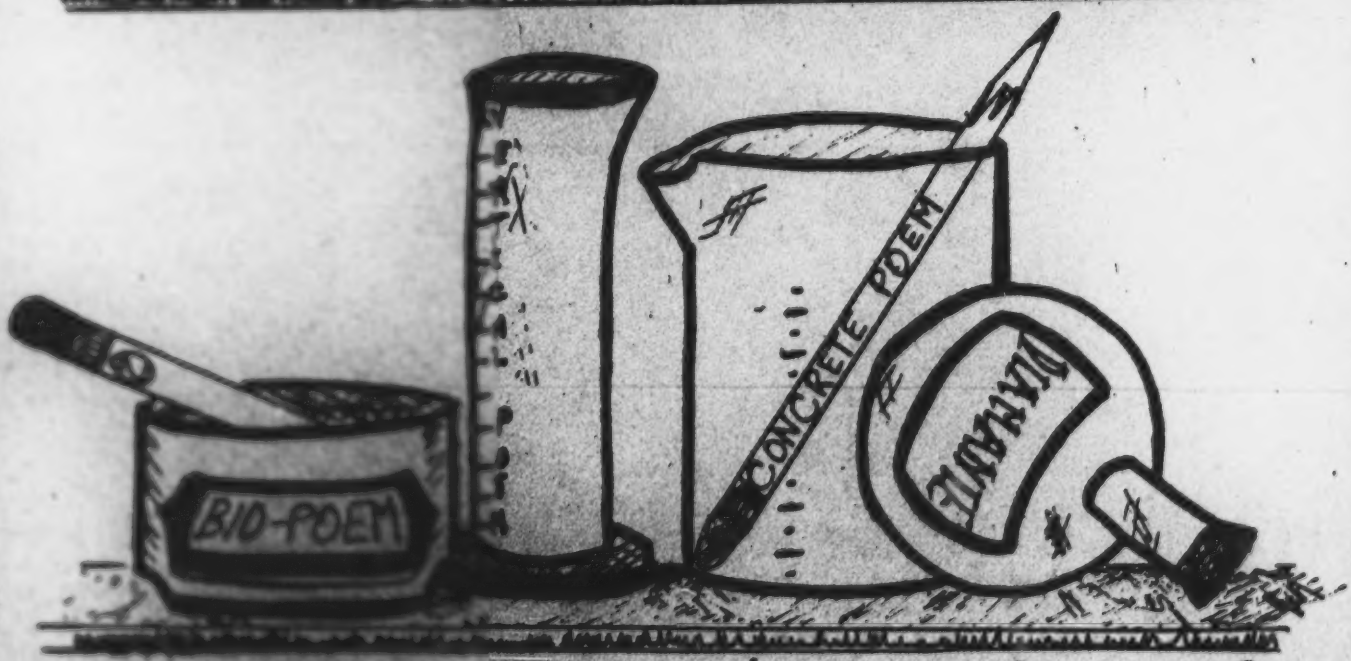

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Cynthia L. Pino — Volusia County Schools

Rx FOR FORMULA POETRY IN THE CONTENT AREA

AN ACTIVITIES BOOK

VOLUSIA COUNTY SCHOOLS

VOLUSIA COUNTY, FLORIDA

THE SCHOOL BOARD OF VOLUSIA COUNTY
P.O. Box 1910
Daytona Beach, Florida 32015

PREPARED BY:
CYNTHIA L. PINO

January - 1983

Rx for FORMULA POETRY in the CONTENT AREA

For many teachers, griping about the poor quality of their student's writing is like talking about the weather. It seems everyone has something to say about it, but few believe you can actually do anything about it.

Teachers' complaints about the inability of students to express themselves in writing are justified and supported by recent research. The results of the 1979-1980 National Assessment of Educational Progress show that the ability of 17-year olds to analyze, interpret, and express their views about written prose had declined by approximately 20% since 1971. Only 41% of the students tested in 1980 were able to compose reasoned, thoughtful answers. These results are not surprising when one considers how much time is spent writing. In 1981, Applebee's National Institute of Education report, A Study of Writing in the Secondary School, based on the observation of 259 high school classes in all subject areas, found that 44% of class time is spent on paper and pencil activities. However, less than 3% of that time is spent in writing a paragraph.

Researchers in the past ten years have directed their studies toward writing as a process that can be taught. This process has been divided into three major stages: (1) the pre-writing stage, in which the writer thinks about the writing task and selects and organizes the information that will be used, (2) the composing stage, in which the writer actually writes, and (3) the re-writing stage, in which the writer revises the ideas in the composition and proofreads for grammatical and mechanical errors. It is important that classroom teachers and curriculum planners understand this process so they can design effective instruction in all stages of

writing. However, most teachers have had little or no training in teaching writing. Teachers who have barely enough time to teach requirements in their curriculum will not eagerly leap on the writing bandwagon unless they are given (1) convincing reasons why they should include writing in their classrooms, (2) realistic strategies and activities to teach writing, and (3) examples of the benefits of writing.

1. WHY TEACHERS SHOULD INCLUDE WRITING IN THEIR CLASSROOMS

Writing is an important learning strategy for students. When a student writes, s/he must formulate a concept, then locate, select, organize and arrange facts to support the concept. Writing helps classify and clarify thoughts, regardless of the content. Writing makes information permanent and instantly retrievable, and enhances both long and short term memory of a subject.

For the teacher, writing is an important method of instruction. It is a true record of a student's learning experience and ability to think in a content area. There can be no accidental performance or guessing in writing.

Writing can only be taught by the act of writing. If skills introduced in language arts classes are going to be mastered, they must be practiced in all subjects. Students are able to expand and refine their writing skills if they are provided opportunities to write in a variety of situations.

2. REALISTIC STRATEGIES AND ACTIVITIES TO TEACH WRITING

Formula poetry writing is one way to incorporate writing in content area classes. Formula poetry is writing in a defined format. Examples of this type of writing include vertical poems, cinquains, haikus, bio-poems, diamantes, and concrete poems.

Students do not learn how to write by being assigned writing; they must be taught how to write. The writing process can be a model for teaching students how to translate their ideas into effective written communication. Instruction must be provided in every stage of the process in the skills that are necessary to complete that particular stage. Different forms of writing include different skills and, therefore, require different strategies and activities to teach the skills. It is important to realize that the stages of the writing process are not always consecutive. Students may begin composing during the pre-writing stage, generate new ideas in the composing and re-writing stage, or share and revise in the composing stage. The following instructional model has been developed to teach formula poetry writing.

Pre-Writing Stage

1. Tell students the name of the formula poem, and provide an example of that poem. If possible, use a poem that has been written by a student.
2. Point out and label the distinctive features of the poem. For example, label the number of syllables in each line of haiku, the types of words that are in each line of cinquain, or the beginning letter of each line in vertical writing.
3. Suggest a general topic for writing that directly relates to what you have studied in class; students must have information about a topic to be able to write about it. As suggestions are offered, write them on the board.
4. Select one of the listed words as the subject for a class poem, and develop a "word bank" for that subject. A word bank is a list of facts students can use during the course of writing to help them with

the correct spelling of a word or as a resource for ideas. The design of the word bank should relate to the requirements of the poem. For example, if you are demonstrating cinquain, the word bank should include columns for adjectives, verbs, and synonyms. If you are demonstrating vertical writing, the word bank should include words that begin with each letter in the word that will be written vertically. It is important to list enough words to write the poem.

5. Demonstrate, line-by-line, how to write the poem. Begin with the first line, and remind the students (what type of word, . . .how many syllables, . . .what beginning letter) is/are used on that line. Tell them to refer to the word bank and suggest a word they'd like to use. Repeat this procedure for every line in the poem. Allow more than one suggestion, and encourage discussion about the word choice. Tell the students they can change their minds about a word they have used and revise at any time. Continue with this procedure until the poem is completed. Depending on the age and ability of the students, you may write several poems as a group project or have students write individually about the topic on the board before proceeding to the next step.

6. Ask each student to select a subject to write. Suggest that they select a subject from the original list of topics if they are having difficulty discovering a subject.

7. Tell students to develop word banks for their poems. This is not a test of memory; provide dictionaries, thesauruses, texts, or other instructional aides for students to use to help them locate information. Specify in advance the number of words they must have in their individual banks before they can begin the composing stage.

Composing Stage

8. Using formula poetry, the composing stage is often the easiest for students because the structure organizes and arranges their ideas into written form. Students who have had little writing instruction are free to use their imaginations and creativity to experiment and "play" with the language of the course content. Students can write individually, with a writing partner, or with a small group of three or four students. Allow plenty of time for this stage of the writing process. Circulate among the students to assist those who may be experiencing difficulty.

Re-Writing Stage

9. Students need meaningful feedback and evaluation on their writing. This does not mean that they need a grade; it means they need to share their writing and have others respond to it. Teachers who expand a student's audience to include other students, effectively use the powerful influence of the peer group to give students a reason to edit and polish their work. One evaluation technique is to pair each student with another student to exchange and read what each one has written. Ask each student to indicate the part of the poem that they liked the best. Then ask them to indicate if there is a part of the writing that they did not understand. Encourage them to help each other find errors in spelling and mechanics. Allow time for students to revise their rough drafts and make final copies of their poems. Encourage, never force, students to share their writing with the entire class. Some students may want to share their writing if someone else reads it. You may also want to display

final drafts in a "Poet's Corner" in the classroom, submit some of the poems to the school or local newspaper, or publish examples in a class anthology of poems.

3. BENEFITS OF FORMULA POETRY

Formula poetry helps develop foundation skills for more complex writing. It requires the student to select a topic, to list information that is related to the topic, and to organize the words and ideas in a specific pattern. These same cognitive skills--selecting, listing, organizing--are a strategy that can be used in almost all forms of writing from simple paragraphs to complex research reports.

The poetry demands succinct writing. Students must be selective, isolating key words that relate to the subject of the poem, and eliminate all excess verbiage from their writing.

Formula poetry is easily integrated with the course content and reinforces subject matter instruction. When writing is part of the content, learning in the subject area is enhanced at the same time that writing skills are strengthened.

Formula poetry provides opportunities for students to actively participate and contribute in an activity. Students who are active, rather than passive learners, develop a sense of ownership towards the writing. They are motivated to succeed because they have invested their ideas.

The written results of the formula poetry are immediate and impressive, and this helps generate positive attitudes toward writing. Compared to other forms of writing such as letters, reports, and stories, poems can be completed in a short time. As students and teachers experience success, they develop a courageous attitude toward writing and may tackle a more difficult and challenging writing task.

FORMULA POETRY IN OTHER SUBJECT AREA CLASSES

Formula poetry can be used in almost any subject area class. Imagine the exciting possibilities of--

--a vertical poem using the name of a famous scientist, an occupation, a mineral, or a style of painting.

--a bio-poem written by a dinosaur, an animal that is almost extinct, or a famous artist or musician.

--a concrete poem about a land formation, a planet, a nerve cell, or a tool.

--a diamante about positive/negative space, solids/liquids/ matter/anti-matter, skilled/unskilled occupations, or Pluto/Mercury.

--an inside/outside poem from an astronaut's view as s/he lifts off into space, or as a virus attacking a healthy cell.

--haiku about DNA, ecology, weather phenomona, a famous art object, a song, or a sports event.

--cinquain about atomic energy, pollution, an artist, a musical instrument.

Use your imagination! The possibilities are endless!!

Poetry is made up of
Originality that never
Ends
Till thoughts
Run out of
Your mind.

Volusia County Student
Grade 8

Bio-Poem

Use this form to make a poem about yourself. You may give more details or less than is called for. The details may be one word or may be phrases. Try to be as accurate and complete in your description as possible. Try several words before you decide which to use.

Line 1 First name
Line 2 Four words that tell about you
Line 3 Son or daughter of . . .
Line 4 Lover of . . .(3 people or ideas)
Line 5 Who feels. . .(3 feelings and when you feel them)
Line 6 Who needs. . .(3 items)
Line 7 Who gives. . .(3 items)
Line 8 Who fears. . .(3 items)
Line 9 Who would like to see. . .(3 people or events)
Line 10 Resident of (your city); (your street name)
Line 11 Last name

Steve

Honest, cheerful, athletic, easy-going

Brother of Tammy, Bill and Laurie,

Lover of football, camping, and my dog,

Who feels afraid on roller coasters, happy when I make some money, and proud when my team wins a game,

Who needs help with fractions, time by myself, and a job this summer.

Who gives help to my friends, my dog a bath, and a card to my grandmother on her birthday,

Who fears death, failing math, and being teased,

Who would like to see a cure for cancer, teachers smile more, and my girlfriend every night,

Resident of Ormond Beach; Valencia,

Smith

Volusia County Student
Grade 7

HISTORICAL BIO-POEM

Use the following form to make a poem about a historical person. You may give more details or less than is called for. Also the details may be one word or may be phrases. Try to be as accurate and complete in your description as possible. Try several words before you decide which to use.

Line 1 First Name

Line 2 Title

Line 3 Four words that describe the person

Line 4 Lover of (3 things or ideas)

Line 5 Who believed (1 or more ideas)

Line 6 Who wanted (3 things)

Line 7 Who used (3 methods or things)

Line 8 Who gave (3 things).

Line 9 Who said (a quote)

Line 10 Last Name.

Line 1 _____

Line 2 _____

Line 3 _____, _____,

_____, _____.

Line 4 Lover of _____, _____

and _____,

Line 5 Who believed _____,

Line 6 Who wanted _____,

_____and_____,

Line 7 Who used _____, _____

and_____.

Line 8 Who gave _____, _____

and _____.

Line 9 Who said " _____"

Abraham

Sixteenth President of the United States

Tall, lanky, not handsome, understanding

Lover of books, farming, and the study of law.

Who believed in preserving the Union.

Who wanted to see an end to slavery,

a nation united, civil war averted.

Who used stability, firmness, and foresight

to hold together a warring nation.

Who gave free legal service to the poor,

support to the woman-suffrage movement,

and his life.

Who said, "With malice toward none, with charity

for all."

Lincoln

Volusia County Student
Grade 8

Cinquain

Cinquain is a five-line unrhymed stanza containing twenty-two syllables in a two, four, six, eight, two pattern. A variant of the form emphasizes words, not syllables, and is easier for students to write.

Line 1. Write a noun--your subject. Use one word.

Line 2. Write two adjectives. Separate the two adjectives with a comma.

Line 3. Write three verbs that tell what the noun in the first line does. Separate verbs with commas.

Line 4. Write a four word phrase that expresses a feeling you have about the subject.

Line 5. Write one word, a synonym for the title.

Stock Market
Busy, Confusing
Trading, Selling, Buying
System for Investing Money
Wall Street

Volusia County Student
Grade 9

Blimps
Behemoth, Magnificent
Floating, Gliding, Flying
Efficient System of Transportation
Dirigibles

Volusia County Student
Grade 9

Florida
Sunshine, Beaches
Oranges, cattle, Tourism
Good Place to Live
The Sunshine State

(modified cinquain)

Volusia County Student
Grade 5

Taxes
Unavoidable, Necessary
Working, Paying, Servicing
The Money for Government
Payment

Volusia County Student
Grade 8

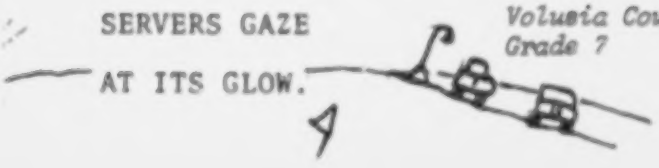
Concrete Poem

In a concrete poem, the words create the shape of the subject of the poem. The meaning of the poem is based on the relationship of the poem to the words.

Volusia County Student, Grade 7

THE
WASHINGTON
MONUMENT. A
STRUCTURE OF
BEAUTY STAND-
ING IN THE
SKY OF WASH-
INGTON, D.C.
AT NIGHT THE
LIGHTS MAKE
THE BUILDING
GLEAM AS THE
PASSING OB-
SERVERS GAZE
AT ITS GLOW.

Volusia County Student, Grade 7



EIFFEL TOWER-
SOARS
LIKE A
MIGHTY
SCEPTOR

Volusia County Student
Grade 7

The power
is
Communism
in the hands of the sickle.

Volusia County Student,
Grade 7

A POEM FOR DOWNERS

IT RISES & FALLS. NO ONE KNOWS IF IT WILL PLUNGE OR SLOWLY GO BACK UP & SKYROCKET.

RISING. FALLING. WHAT NEXT? NO ONE CAN EVER TELL.

Volusia County Student,
Grade 9

Definition Poem

(recommended for advanced students)

Suggest that the students use similes that have powerful visual imagery and emotional impact in order to convey the feeling as well as meaning of the word to be defined.

FREEDOM Is . . .

. . . walking into a church without worrying about being arrested and going to jail.

. . . being able to vote for your future leaders.

. . . being innocent of any crime until proven otherwise.

. . . being able to own property.

. . . being able to own a gun.

. . . never worrying about being a slave.

Group Poem, Volusia County Students
Grade 8

The DIAMANTE

The DIAMANTE is a form of writing that reviews parts of speech and important vocabulary words and concepts.

The DIAMANTE form:

Line 1. Write a noun. (At this point you may wish to skip down to line 7 and write the opposite of this noun.)

Line 2. Write two adjectives describing the noun in line 1.

Line 3. Write three -ing or -ed words that describe the noun.

Line 4. Write four nouns. The first two should relate to the noun in line 1; the second two, to the noun in line 7.

Line 5. Write three -ing or -ed words that describe the noun in line 7.

Line 6. Write two adjectives that describe the noun in line 7.

Line 7. Write a noun that is the opposite of the noun in line 1.

Elementary School
Younger, Easier
Old friends, one teacher, one class
Bonner, Holly Hill Elementary; Holly Hill Junior High, Campbell
Changing classes, changing teachers, finding new friends
Older, harder
Junior High School

Group Poem, 6th grade
Mrs. Pat Perkins' class,
Bonner Elementary

DEMOCRACY
Many, representative
Self-governed, elected, tolerating
Legislature, constitution; despotism, absolutism
Inherited, exploiting, oppressing
Machiavellian, single
AUTOCRACY

Group Poem, 11th grade
Ms. Elaine Attick's class,
Spruce Creek Senior High

The Diamante Rough Draft is recommended for some intermediate and junior high students. Make sure the chart is completed before the actual writing begins. Filling in the chart can be an individual, small group, or class effort.

If you have students who have difficulty writing the final draft in the diamond shape, place a sheet of paper on the top of the rough draft. The students can then copy over the words.

The Diamante Rough Draft

Fill in this chart. You need three or more words in each square.

	Adjectives	-ed/-ing Words	Nouns
Noun 1			
Noun 2			

Create your own Diamante. Fill in the blanks using the words from your chart.

_____
Noun 1

_____ , _____
Adjective Adjective

_____ , _____ , _____
-ed/-ing -ed/-ing -ed/-ing

_____ , _____ , _____ , _____
Noun Noun Noun Noun

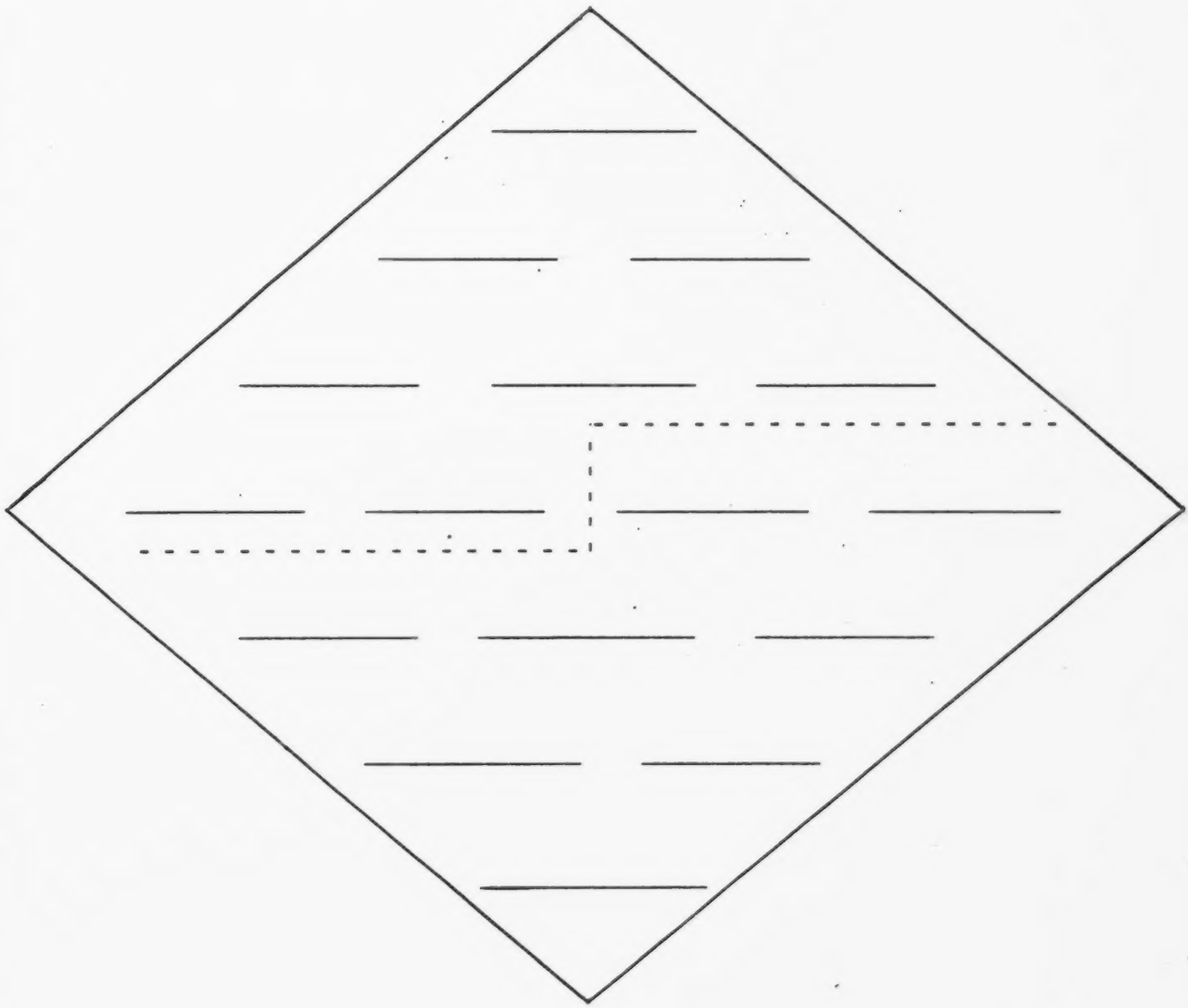
_____ , _____ , _____
-ed/-ing -ed/-ing -ed/-ing

_____ , _____
Adjective Adjective

_____
Noun 2

Re-read what you have written. The first word of every line is capitalized. Check your commas and spelling. Make your final copy on another sheet of paper.

This worksheet has been very helpful in primary grade classes. After the students have completed the writing, they lightly shade the halves two different colors and draw pictures in each corner.



teacher

helpful young

correcting working

teaching

good beautiful good marvelous

working

running playing

pretty kind

Student

Using the DIAMANTE to review nouns, verbs, and adjectives.

3rd Grade
Marilynne Hodder's Class
Deltona Lakes Elem.
Volusia County Schools

You can adapt the diamante and use it to reinforce vocabulary or concepts that you have been studying in a content area course. For example:

Adapted for Science

Line 1. Write the name "Swamp".

Line 2. Write two famous swamps.

Line 3. Write three words that describe the swamp's geography or climate.

Line 4. Write a plant and animal found in a swamp and a plant and animal found in a desert.

Line 5. Write three words that describe the desert's geography or climate.

Line 6. Write two famous deserts.

Line 7. Write the name "Desert".

Swamp
Okefenokee, Everglades
wet, spongy, low-lying
fern, egret; cactus, lizard
hot, dry, sandy
Sahara, Mohave
Desert

Line 1. Write the name "Pollution."

Line 2. Write two adjectives for pollution.

Line 3. Write three verbs that tell how man pollutes.

Line 4. Write two specific examples of pollution and two specific examples of conversation.

Line 5. Write three verbs that tell how man conserves.

Line 6. Write two adjectives for conservation.

Line 7. Write the name "Conservation."

Pollution
Foul, noisy
Stripping, exhausting, contaminating
clear cutting, dumping poisonous chemicals; treating wastes, banning dioxin
Recycling, replenishing preserving
Clear, unspoiled
Conservation

Adapted for Social Studies

Line 1. Write the word "North".

Line 2. Write the names of two famous leaders of the North.

Line 3. Write the names of three states that fought on the side of the North.

Line 4. Write the names of two occupations in the North and the names of two occupations in the South.

Line 5. Write the names of three states that fought on the side of the South.

Line 6. Write the names of two famous leaders of the South.

Line 7. Write the word "South".

North
Abraham Lincoln, Ulysses S. Grant
New York, North Carolina, Pennsylvania
shop-keeper, factory worker; farmer, cotton merchant
Georgia, South Carolina, Alabama
Robert E. Lee, Jefferson Davis
South

Line 1. Write the name of a country.

Line 2. Write two geographical features.

Line 3. Write three cities.

Line 4. Write four famous people.

Line 5. Write three landmarks.

Line 6. Write two leaders of government.

Line 7. Write a nickname or symbol of the country.

England
White Cliffs of Dover, Thames River
London, Liverpool, Newcastle
Prince Charles, The Beatles, Shakespeare, Margaret Thatcher
Big Ben, Buckingham Palace, The Marble Arch
Queen Victoria, Winston Churchill
Union Jack

Line 1. Write the name of a state.

Line 2. Write two animals found in that state.

Line 3. Write three important cities.

Line 4. Write four important industries in that state.

Line 5. Write the name of the state bird, the state flower, and the state tree.

Line 6. Write two geographical features.

Line 7. Write the state's nickname.

Florida
Armadillo, Alligator
Tallahassee, Miami, Daytona Beach
Agri-business, Fishing, Mining, Tourism
Mockingbird, Orange Blossom, Sabal Palm
Everglades Swamp, Atlantic Ocean
The Sunshine State

Adapted for Character Analysis

Line 1. Write the name of the protagonist.

Line 2. Write two adjectives that describe the protagonist.

Line 3. Write three verbs that tell what the protagonist did.

Line 4. Write two nouns associated with the progagonist and two nouns associated with the antogonist.

Line 5. Write three verbs that tell what the antagonist did.

Line 6. Write two adjectives that describe the antagonist.

Line 7. Write the name of the antagonist.

Brutus
honorable, worthy
loved, deceived, assisted in assassination
nobility, statesman; soldier, murderer,
envied, hated, plotted Caesar's death
violent, angry
Cassius

Adapted for a Book Report*

Line 1. Write the name of the book.

Line 2. Write the names of two characters.

Line 3. Write three things about where the story took place.

Line 4. Write four events that took place.

Line 5. Write three things you liked about the story.

Line 6. Write things you did not like about the story.

Line 7. Write the name of the author.

The Runaway Bunny
Mother Rabbit, her son
Home in tree, garden, circus
Bunny wants to leave home; he runs away; mother finds him; he decides to stay home.
The pictures, his mother found him each time, Bunny decided to be a bunny
Some parts could not be real, too short
Margaret Wise Brown

Adapted for Animal-of-the-Week*

Line 1. Write the name of the animal.

Line 2. Write two animals it is related to.

Line 3. Write three adjectives to describe the area where the animal lives.

Line 4. Write four words that describe the animal.

Line 5. Write three words that name its food.

Line 6. Name two of its enemies.

Line 7. Give the scientific name of your animal.

Manatee
Dugong, Steller's Seacow
Shallow coastal waters, lagoons, areas in warmer latitudes
Slow-moving, gentle, quiet, endangered
Vegetarian, blue hyacinths a favorite, eat large quantities
Poachers, boat propellers
Trichechus manatus

**Contributed by Gloria Petko, 4th and 5th gifted, and Kathy Wilson, 3rd and 4th gifted, Port Orange Elementary. Students were instructed to research the topic, fill in the diamante frame (see page 17), cut out frame, decorate as desired, and display*

TEACHING SUGGESTIONS:

1. Introduce this activity with concrete nouns for Line 1 and Line 7. Abstract nouns are much more difficult to write about. For example, use "free man" and "slave" rather than "freedom" and "slavery".

2. Before students write individually, structure and direct the activity until everyone has had the opportunity to write as a group.

   -Ask students to brainstorm words they might use for the diamante.
   -List the words on the board as they are suggested by the students.
   -On the board, compose a group poem from the listed words.
   -Encourage revisions! Let students "play" with various word combinations until they are satisfied with the results.
   -Have each student copy the poem.

Be creative! You can re-write the diamante for almost any subject, and grade level.

Five Sense Poem

(recommended for advanced students)

This type of poem is particularly good for teaching similes and using a variety of senses to describe something.

Line 1. Name the subject and tell what color it is.

Line 2. Tell what it tastes like.

Line 3. Tell what it sounds like.

Line 4. Tell what it smells like.

Line 5. Tell what it looks like.

Line 6. Tell how it makes you feel.

THE DICTATOR

The corrupt dictator gave us the red of blood and the black of death,

Creamy morsels for few and stale crusts for many,

The crack of bullets aimed at screaming peasants,

The acrid smell of smoke from empty brass shells,

The sight of corpses with flies swarming around them,

And I feel empty inside.

Group Poem, Volusia County Students, Grade 9

PROPAGANDA

Propaganda is dollar-bill green.

It tastes like artificial sweeteners,

Sounds like The Best Idea,

Smells like expensive perfume,

Looks like The American Dream,

And makes you feel you need more.

Group Poem, Volusia County Students, Grade 9

Found Poetry

Found poetry is locating, isolating, and ordering words and phrases from already composed writing and re-structuring them into a poem. One type of found poem is to simply re-write the prose and set it in an appropriate visual arrangement. Another is to select the strongest images and/or pleasant sounding word combinations from different sentences and re-order the words and phrases so that it looks like a "poem". A third type of found poetry is to cut words and phrases from magazines and arrange them on a piece of plain paper. This type of poem also has visual impact.

Poetry can be found in a high school card catalog,

War, Boom, and Bust--
Life History of the U.S.

WAR
WAR
WAR
WAR
War and Peace
War and Remembrance
War and War Prevention
War Beneath the Sea
War Between the States
The War Called Peace
War Criminals
War of the Worlds

The War on Poverty,
The War That Was Never Fought.
The War to End All Wars.

War's End

Volusia County Teacher

in a National Park Service brochure,

The Great Smoky Mountains

A wildlands sanctuary,
The majestic climax of
The Appalachian Highlands,
Preserving the deciduous forest.

A smoke-like haze,
Enveloping the mountains,
Sweeping troughs in mighty billows.

Unspoiled,
The park boasts.
Wildflowers and migrating birds abound.
Rhododendrons bloom in spectacular profusion,
Along the crest.

A peace pervades the park,
Inviting you into the intimacy and richness
Of these highlands.

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or in the newspaper.

Kilauea Volcano Erupts

Kilauea erupted again today,
With molten rock gushing to form,
A glowing curtain 450 feet long.

"It's a moderate outbreak," said Bob.

"Lava fountains, 60 feet high, with
Occasional bursts of up to 120 feet
Were seen last night," remarked Jim.

Lava flows were spreading,
Flowing mostly eastward,
Coursing over the older flow.

New lava must go further to cause concern,
But tremors indicate the underground movements
Of lava have increased.

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Haiku

When the Japanese write haiku, they imply a relationship between two disparate ideas, events, or scenes. These events must have some relationship to nature or the season and take place at the present moment. This concept is difficult for most students to grasp. In the following examples, the students were asked to follow the haiku form, and no other restrictions were made.

The form: Write three lines totalling 17 syllables. Five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

The Constitution
The Law of America
Established Powers

The Supreme Court Is
Judges Who Interpret The
New Laws of the Land

The Legislature
People Who Make the Laws That
Keep Peace and Order

The President Is
The Leader of Our Country
Who Guides Our Nation

Group Poem, Volusia County Students, Grade 8

Windy Chicago,
Next to Lake Michigan in,
Northeast Illinois.

Volusia County Student
Grade 5

Boston Tea Party
Protesting against taxes,
Led by Sam Adams.

Volusia County Student
Grade 6

Inside/Outside Poem

(recommended for advanced students)

In a poem, tell what exists outside a thing and inside the same thing. A very simple example is "Outside me is blue pants/ inside me is red blood."

BOSTON MASSACRE

Outside me I see a crowd gathering on King Street of Boston.

Inside me I am curious about what is happening-- yet I feel safe because I'm watching from the warmth of my home.

Outside me I hear townspeople shouting insults and throwing snowballs at the British soldiers.

Inside me I am astounded and somewhat angry at the remarks of the people of Boston because I am afraid of what the soldiers might do.

Outside me I see the soldiers becoming angry, and weapons are starting to be drawn.

Inside me I am horrified at the thought of the soldiers firing into the crowded square.

Outside me I hear the word, "Fire!". I hear the shots from their muskets, and the crowd scatters.

Inside me I feel sickened. I did not expect the soldiers to actually turn their weapons on the crowd.

Outside me I see Crispus Attucks, Samuel Maverick, Patrick Carr, and two other men laying dead in the street.

Inside me I am outraged, but I am not really surprised. Something like this was about to happen sooner or later; things have been very tense lately.

Volusia County Student
Grade 8

Parallel Poem

Parallel poems have a re-occuring feature in every line.

Some suggestions for parallel poems are:

1. Write a poem in which every line begins with "I wish. . ."
2. Write a poem with a color in every line.
3. Write a poem with a lie in every line.
4. Write a poem in which every line follows the format, _____ is like _____.
5. Write a poem with the format, "I seem to be (a)_____, but I'm really (b)_____."
6. Write a poem with every line beginning, "I remember... ."
7. Write a poem with the format, "I used to be (a)_____, but now I'm (b)_____."
8. Write a poem in which "I am going to . . ." begins every line.

TAXES

Taxes are plenty,
They're never few.
Taxes keep growing,
They're always due.

Taxes are here,
Taxes are there.
Taxes on taxes,
It doesn't seem fair.

Taxes are payment,
In dollars and cents.
Taxes are needed,
By all governments.

Group Poem, Volusia County Students, Grade 8

Vertical Name Poem

Print a name in a vertical line, one letter below the other. Leave room at the right of each letter for writing. Each letter of the name can then begin the first word of each line. Use words that describe the person or concept named.

Runs on
Ordered
Binary code.
Obedient,
Telechiric,
Intelligent.
Computers are a
Substitute for people.

Volusia County Student, Grade 9

Remember?
Ever so long ago
Came that fearful time of
Economic crisis, when people
Suffered in
Solitude and when
Increasing unemployment and
Overly atrocious prices
Never seemed to end.

Volusia County Student, Grade 9

A
Nihilistic
Aggressive
Reign
Creating
Havoc
Year-round

Volusia County Student, Grade 9

Craved freedom
Oppressed by taxes
Lexington and Concord
Outraged by taxation
Navigation Acts
Independence
Established militias
Sons of Liberty

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